



Catholic Schools Inspectorate inspection report for
St Wilfrid's RC Primary School, Hulme, Manchester

URN 105539:

Carried out on behalf of the Right Rev. John Arnold, Bishop of Salford on:

Date 15th and 16th March 2023:

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
Catholic life and mission (p.3) How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	1
Religious education (p.5) The quality of curriculum religious education.....	1
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- Catholic leadership across the school is outstanding. Under the inspirational leadership of the head teacher an ambition to achieve one's full potential permeates every aspect of school life. This leads to the children seizing every opportunity to excel with confidence and achieve high standards.
- This Catholic school thrives as a result of the strength and cohesiveness of the staff team who are willing to work so hard for the children. They teach from the heart. They create a culture in which pupils flourish and are happy. They support each other collectively in their ministry, making a huge difference to the lives of the pupils they care for.
- The school's mission statement, recently reviewed, is alive in the school. Not only do the children know it, they live by it. Their sense of social justice is exemplary and they

know that they have the power to make the world a better place to be. Relationships are exceptionally strong. The children are eloquent, assertive, beautifully behaved and fully deserve to be proud of their achievements.

- Religious education is outstanding and fully reflects the high standards elsewhere in the school. Pupils achieve extremely well across the board. Their knowledge of sacred scripture is impressive – and how this relates to their own lives. They develop a competent use of religious language and take great pride in their work.
- High quality and varied opportunities for prayer and liturgy are well embedded in the school. Pupils engage in these enthusiastically and they are able to express with confidence how both personal and collective prayer is so important to them. Using links with sacred scripture is a key strength, reinforcing the children’s knowledge of the Bible and the meaning of Gospel Values in their lives.

What the school needs to improve:

- To re-evaluate how the school celebrates its exceptional achievements within its broader community by enhancing the school website, reaching out to other schools in the diocese to share excellent practice and to consider expanding the use of social media.
- To build on the already strong provision for prayer and liturgy by extending the opportunity for pupils and parents / carers to enjoy personal prayer together. To introduce the use of Lectio Divina to enhance personal prayer and religious education through the exploration and responses to sacred scripture.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1



At the heart of this outstanding school is the recently reviewed mission statement. Pupils, staff and the wider community were involved in this evaluation. It promotes and reflects what happens at St. Wilfrid's. The pupils know that they spread the good news of our Lord Jesus Christ through their words, actions and prayer. They do this with heartfelt enthusiasm and a genuine desire to do whatever they can to make their world a better place to be. Not only do they feel fully valued as individuals, they identify with the collective mission of the school. They are determined to speak out, to hold to account and to live by example. The children take on a wide range of ambassadorial and stewardship roles including: an eco-warriors team, (which has won a Green Flag with distinction from Eco School England); a well-developed and pro-active chaplaincy team and a school council which is empowered and thoughtful. St Wilfrid's also has a special role for 'Amigos' and playground leaders who help younger children, and make sure that the school is safe and clean. Another group of pupils, 'Junior PCSOs', have looked at ideas to improve traffic management and street lighting in the local area to increase road safety in the community. A clear strength of the school is the children's ability to debate, reflect and express their personal points of view. This is demonstrated in their visits to the Houses of Parliament and Manchester City Council Chambers and on a daily basis through philosophy for children and the 'big questions'. The culmination of this is that all pupils, not only those who represent the school externally, are committed to having a positive impact on their world. They have a clear understanding about the strong links between the passion and drive they have to bring about change, and the message they hear every day from the gospels. Children serve their local area enthusiastically through community based activities such as supporting charities (St Vincent de Paul group, Macmillan, St. Joseph's Penny, Cornerstone), a range of recycling initiatives, and internationally through Cafod and Action Aid. Staff and parents

encourage the children to be inventive and outspoken in responding to opportunities to bring St. Wilfrid's mission to life. This results in a school which is a joyful place to be. Relationships are harmonious, behaviour is excellent. St Wilfrid's has achieved the Leading Parent Partnership Award. The diversity of the school population is seen as an opportunity to celebrate the individual identity, culture and character of each person.

A major strength of the school is its inclusive nature, the support it gives to families in crisis, the care and effort to ensure children with special educational needs or vulnerabilities and the wonderful welcome it provides for everyone that visits the school. A diligent family liaison officer co-ordinates the excellent care provided. The school meets its statutory requirements for relationships, health education through the adoption of a Catholic scheme - Journey of Love. The exceptional provision and outcomes for the Catholic life and mission of the school is strongly supported by leadership at all levels including the governing board. St. Wilfrid's is a beacon of hope in its community, reflecting God's love in action. In every way, the school promotes the Bishop's vision in bringing about a Catholic school which is a vibrant example of what excellence in Catholic education looks like. As one parent commented, reflecting the views of other parents, "this school is an amazing school and at this moment in time, it is the best it has ever been."

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

1

Provision

The quality of teaching, learning, and assessment in religious education.....

1

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

1



Religious education at St. Wilfrid’s is outstanding. Standards attained are well above those expected for their age both in religious education and their English books. The children have excellent knowledge and skills and use religious vocabulary appropriately and correctly. Through activities such as philosophy for children and exploring the ‘big questions’ the pupils become articulate deep thinkers. They have a well- developed knowledge of sacred scripture and apply this readily with meaning to their own lives. They are proud of their books and rightly so. On account of the outstanding progress they make, the children have gained high levels of competence to be assertive and confident in expressing their views. They are truly pro-active in their roles as young citizens. They see their connection between religious education, their spirituality and prayer and the capacity they have to influence others and care for the world that God has given them to look after. In their learning, the children work very well both independently and collectively. They value each other’s opinions and support one another in their learning. This happy and considerate culture in which everyone is expected to be the best they can be leads to the children loving their time at school. ‘We love coming to school, we are safe here, we have friends here and we all work very hard to do the best we can’.

Teachers have high expectations of themselves as a collective group and also of the children. Religious education is clearly a team approach – all pupils are expected to succeed. They receive appropriate support from the adults that work with them in an exceptionally nurturing climate. Pupils with special educational needs and/or disabilities thrive in the classroom context, fully included in the curriculum. The school has developed a healthy sense of urgency for everyone to grow and develop knowing how significant this is for the life chances for the pupils. Parents identify and recognise this and greatly value the provision made for their children. Teachers are ambitious for the children and plan very effectively to ensure that they grow and thrive. Both written feedback

and oral feedback is celebratory and frequently challenges the children to think more deeply or to give greater detail and explanation. Systems for assessment are well embedded, including checking in and checking out activities and the use of progress checklists. Adults skilfully draw attention to the links between the knowledge, understanding and vocabulary in the pupils' learning and what this means to the children's lives in terms of their spirituality and prayer and their ambassadorial roles.

The curriculum is well-designed, appropriately resourced and allows for the staff to be inventive and industrious. It is planned in line with the *Religious Education Directory* – religious education is clearly a priority at the school. It takes its place at the centre of all that happens. St. Wilfrid's takes full advantage of training from Salford Diocese and works with cluster schools on a variety of school improvement activities. The school is currently extending the range of this. The leadership of religious education is extremely effective. The religious education leader is fully committed to her role and approaches this with flair and drive. She ensures that monitoring and evaluation systems are rigorous and lead to improved outcomes for the children. Governors know their school well through a range of monitoring activities.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

1

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

Prayer and liturgy hold a special place in the heart of St. Wilfrid's. It is deeply valued by pupils, staff and parents. The parish priest provides ongoing support for this aspect of school life and is very involved in the faith dimension of the school. Children respond enthusiastically to the opportunities they are given and engage fully. There is a great variety of prayer experiences including silence, personal reflection and meditation, class assemblies, whole school liturgies and frequent times of prayer throughout the day. To enhance this further, the school is keen to develop and extend the experiences provided for parents/carers, with their children, to enjoy personal prayer together, perhaps through prayer stations and to extend the use of Lectio Divina bringing together the strong links between sacred scripture, religious education and prayer. The children have deep knowledge of the liturgical year and speak with confidence about how this is reflected in their day to day worship. For example, they know about the 3 pillars of Lent, and what they can do personally as they look forward to the Passion and the great feast of Easter. All children are allowed to develop their sense of liturgical ministry, often with the support of the very capable chaplaincy team. They respect each other's views and contributions. In a Year 3 class assembly, pupils and parents responded with great admiration at the message of the presentation. Such a level of engagement is a privilege to witness. Children prepare and lead liturgies and are very keen to present in these the issues which really matter to them. Formal prayers and song are a central feature. The link between prayer and liturgy and religious education is cohesive and strong. It is fully reflected in the school's vibrant physical environment.

Parents talk positively about the ways school supports family prayer life. This is a natural consequence of the centrality of prayer and worship in the school's day to day experience. The children understand the wide range of contexts for worship and its relevance in notions of gratitude, joy, celebration, need and sorrow. They have the ability to draw on their knowledge of the gospels

and the life and example of Our Lord Jesus Christ to make these meaningful and relevant. The visible examples of sacred scripture around the school strongly reinforce this. The provision of prayer and liturgy is a result of careful planning and the effective training of staff who want to ensure that the experiences of the children are as rich as possible. The importance of this is strongly reinforced and communicated by the head teacher, the religious education lead and all the adults in the school. Staff work hard to ensure that the liturgical year is celebrated throughout and that all the children are knowledgeable and familiar with it. The school plays a strong role in supporting the sacramental programme as witnessed in the Year 3 class assembly. The outstanding quality of collective worship is a result of skilled and committed leadership which promotes prayer in its richness and variety in a way which has become embedded in school life. Leaders, including governors, are always looking to make improvements wherever they can.

Information about the school

Full name of school	St Wilfrid's RC Primary School
School unique reference number (URN)	105539
Full postal address of the school	St. Wilfrid's Street Hulme Manchester M15 5BJ
School phone number	0161 226 3339
Name of head teacher or principal	Ray Moloney
Chair of governing board	Peter Canning
School Website	www.stwilfs.com
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	N/A
Gender of pupils	MIXED
Date of last denominational inspection	19 TH May 2015
Previous denominational inspection grade	Good

The inspection team

Damian Harrison	Lead inspector
Mark Mountcastle	Team inspector
Vannessa Knowles	Team inspector
Name of inspector	Lead/team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good

3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement